DOCUMENT RESUME

ED 061 147 SO 002 783

AUTHOR Ladwig, Richard; McConnell, Spero

TITLE Social Studies: Introduction to Psychology.
INSTITUTION Dade County Public Schools, Miami, Fla.

PUB DATE 73

NOTE 28p.; An Authorized Course of Instruction for the

Ouinmester Program

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS Activity Units; Behavioral Objectives; *Behavioral

Sciences; Curriculum Guides; *Psychology; Resource Guides; *Science History; Scientific Methodology; Secondary Grades; *Social Studies Units; Teaching

Techniques

IDENTIFIERS Florida: *Ouinmester Programs

ABSTRACT

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester (5, 9-week periods) administrative organization of Dade County Schools. The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to the described course of study: psychology. The course is described as a survey of Psychology from pre-history to present day, a comparison with other methods of finding reasons for man's behavior, and in examination of the spectrum of psychological methods and fields currently in existence. The guide is divided into a broad goals section, a content outline, objectives and learning activities, and materials. Some of the goals are the ability to differentiate between science and pseudo-science to explain how psychological techniques may be applied to solving problems of every-day life. The four units, one for each broad goal, are outlined in columns which indicate specific topics, behavioral objectives, learning activities, and references to materials. Appended are an outline of contemporary fields of psychology, suggested grading techniques, and recommended and suggested resources. Related documents are: SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/DJB)





Social Studies: INTRODUCTION TO PSYCHOLOGY 6427.01

DIVISION OF INSTRUCTION • 197

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

INTRODUCTION TO PSYCHOLOGY

6427.01

SOCIAL STUDIES

þý

Richard Ladwig

and

Spero McConnell

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethal Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools Dade County Public Schools Miami, Florida 33132

Published by the Dade County School Board

Copies of this publication may be obtained through

Textbook Services 2210 S.W. Third Street Miami, Florida 33135

Price: \$.75



INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors. The major intent of this publication is to provide a broad framework of goals and objectives, of study. Teachers may then accept the model framework in total or draw ideas from it to Incorcontent, teaching strategies, class activities, and materials all related to a described course porate into their lessons.

a set of given learning activities. The materials section of the guide lists resources in four The appendix may include other material appropriate for a specific oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goalprovides a total picture of the concept or main idea and specific behavioral objectives for place of or in addition to the aforementioned; supplementary teacher resources; and supplecategories: essential textual or other material; alternate classrocm materials to use in e.g., pretests, readings, vocabulary, etc. mentary student resources.

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1. James A. Fleming Social Studies Consultant





METHODS OF FINDING REASONS FOR MAN'S BEHAVIOR. THE COURSE WILL EXMAINE THE SPECTRUM A SURVEY OF PSYCHOLOGY FROM PRE-HISTORY TO FRESENT-DAY. A COMPARISON WITH OTHER COURSE DESCRIPTION:

OF PSYCHOLOGICAL METHODS AND FIELDS CURRENTLY IN EXISTENCE.

CLUSTER:
GRADE LEVEL:
10-12

COURSE STATUS: Elective INDICATORS OF SUCCESS: None

toward further inquiry into the psychological sciences. As a result of this course With conceptual insights into the behavioral sciences not only being desirable but indeed essential for effective living, this course hopes to stimulate the student the student should realize that there are a myriad of unanswered questions about human behavior.

COURSE RATIONALE:



COURSE GOALS:

- THE STUDENT WILL DISCOVER THAT THERE HAVE BEEN, AND STILL ARE, MANY DIFFERENT WAYS TO EXPLAIN MAN'S BEHAVIOR. .
- USING THE SCIENTIFIC METHOD, THE STUDENT WILL : (a) DIFFERENTIATE BETWEEN SCIENCE AND PSEUDO-SCIENCE, (b) ASSESS THE DIFFICULTY AND PLEASURE OF STUDYING HUMAN BEHAVIOR. 5
- THE STUDENT WILL DESCRIBE THE FIELDS OF PSYCHOLOGY AS THEY EXIST TODAY: THEIR HISTORY, POSSIBLE CAREERS, NECESSARY TRAINING, AND APPLICATION TO THE STUDY OF BEHAVIOR. **.**
- THE STUDENT WILL EXPLAIN HOW PSYCHOLOGICAL TECHNIQUES MAY BE APPLIED TO SOLVING PROBLEMS OF EVERYDAY LIFE. 4.

"Why People Behave as They do?"

Internal Reasons

- Heredity
- Responses to Environment

External Reasons **д**

- Social Pressures
- Gods, Stars, and Destiny
 - Drugs

History of Man's Search for Why II.

A. Religion

- Judaeo-Christian
- Devil
- Pre-destination ۵.
- Eastern (Hindu-Buddhist-Taoist)
- Re-incarnation
- Non-interference . •
- Greco-Roman
- Fate
- Machinery of the Gods

Quasi-Religions **д**

- Voodco
- Witchcraft

Pseudo-Sciences ڻ

- Numerology
- Phrenology
 - Astrology
- Graphology
 - Palmistry
- Searching Chemically å
- Drugs
- Alcoho1
- Foods

Scientific Method III.

- Historical Development of the Scientific Method
- Development of Psychology and Psychiatry æ.
- Identification and Treatment of Odd Behavior
 - Freud, His Followers and the New-Freudians **Behaviorists**
 - - Humanists
- Methods Used in the Behavioral Sciences ပံ

Psychology Today IV.

- Fields of Work
- Training Required <u>α</u>
- Resources Available to Public
- Testing
- Therapy
- General Growth Counseling

(3)	
ERIC	
Full Text Provided by ERIC	

LEARNING ACTIVITIES	l. If students are s paper the reasons at to the instructor	the chalk board. An attempt should then be made to categorize		of 2. Alternative questions could include: "Why are you taking this course?" or "Why are you dressed as you are?" or simply "What	makes people behave as they do?"	e e		ted book should cover chapters on heredity and environment (Chapter 9 of Engle's Psychology); plus topics pertaining to external arch explanations of human behavior (Chapter 17 of France 12).	7,			B. Hereditary Basis of Evolution and/or Heredity and Environ-ment for internal reasons due to heredity.	C. Civil Rights Movement: The Personal View and/or Hooked and/or Marijuana and/or Red. White, and Blue are suggested for external reasons due to social pressure or drugs.	D. Films on Greek Mythology; Elmer Gantry; or I Have a Dream: The Life of Mart; Juther King, are suggested for external reasons due to gods, destiny, or stars.
OB JECTIVE		:771.0	A. List possible reasons	for various aspects his own behavior.	B. Classify or group these	reasons under several headings, for example,	riiceillaí allu/Ur external.	C. From the groups listed the student will explore by reading and research	the category in which most of his reasons may	be classified.	D. The student will compare internal with external reasons for explaining	Deliavior.		
FOCUS	WHY PEOPLE BEHAVE AS THEY DO	to questions about his	behavior has led to a	valiety of explanations. In his quest he has	looked for:	A. Internal Reasons	1. Heredity	2. Responses to the Environment	B. External Reasons	1. Social Pressure	2. Gods, Stars, and Destiny	3. Drugs		

LEARNING ACTIVITIES	5. Evaluate students through small group discussion, not formal reports or written tests. In discussion have students share the results of their reading stressing the objectives of the unit.	6. Alternate grading techniques are suggested in the Appendix (II).	7. The following filmstrips might he utilized at this point or in other areas of the quin;	Personal Commitment: Where Do You Stand? The Alicnated Generation Dare to be Different Your Personality: The You Others Know I Never Looked at it that Way Before The Tuned-Out Generation Values for Teenagers" The Choice is Yours	All are sound filmstrips from Guidance Associates	2
OBJECTIVE						an.urani
FOCUS	•					

USING THE SCIENTIFIC METHOD, THE STUDENT WILL: (2) DIFFERENTIATE BETWEEN SCIENCE AND PSEUDO-SCIENCE. (b) ASSESS THE DIFFICULTY AND PLEASURE OF STUDYING HUMAN BEHAVIOR.

LEARNING ACTIVITIES		1. Have students investigate by book, ma zine, or direct contact with a religious representative the answer to a simple, but thoughtful example of himse hebeston.	Judeo-Christian belief of sin differ from the Eastern religions (Hindu-Buddhist-Taoist) belief?	Teacher should urge multiple methods of reporting - written re- ports, panel discussions, short stories, plays, models, displays, etc.		2. Teacher or highly motivated group might explore one religious quest to understand behavior. Example: Ulysess spent 30 years on a "goosechase" because two gods had a personality conflict. Or - our attitude toward snakes might be examined in light of the Garden of Eden story.	Filmstrip Mythology is Alive and Well may be shown.	A brief account of the Voodoo practices of Haiti and the witch- craft practices of early Salem might offor heal for	son of religion and quasi-religion practices. The World Book Encyclopedia offers fair accounts of both.	After the readings, panels of students or small groups she ld discuss findings; conclusion should be drawn.	1. Urge small groups of students to examine at least one of the following pseudo-sciences:	A. Numerology	B. Phrenology	C. Astrology
OBJECTIVE		A. The student will demon- strate (by report, re- search paper, discussion)	how different religions have explained the same behavior					B. The student will dis- tinguish (by verbal	explanation) between religions and quasi- religions.		C. The student will evaluate the validity and importance of pseudo-	sciences in explaining human behavior.	NOTE: Efforts should be	
FOCUS	HISTORY OF MAN'S SEARCH FOR WHY	Religion has been a way to explain man's behavior.	1. Judeo-Christian		. creco-Koman	10		dussi-Keligions			Seudo-sciences		ar Managaran	- Address value (and the profession of the profe

(3)
FRĬC
Full Text Provided by ERIC

LEARNING ACTIVITIES	D. Graphology E. Palmistry	 G. Dream Books	Very interesting class reports can be made from this study. Students are usually able to see short-comings of pseudo-sciences in explaining human behavior. It is important for teacher or students to record these short-comings for reference when comparing them with psychology.	2. Many newspapers and magazines have columns devoted to astrology, graphology, numerology, and horoscopes. Make a bulletin board of such articles and point out the lack of scienti ic practices and facts.	3. Have students compare telepathy and hypnosis with the pseudo-sciences. How should these practices be classified?	The assumption can be made that most students in this age group will have a basic knowledge of drugs and the effects they produce. Categorization by effect should produce a workable list. From this point, information on the historical use can either be presented by the teacher or brought out by class discussion.	Examples might include some of the following:	 Vikings use of mushrooms to produce the feeling they were godlike and invincible. 	2. Jivaro Indians taking a hallucine, enic drug which produced the state of thinking that, "The world produced by drugs is the only real one, the normal world is only an illusion."	4
OBJECTIVE	made not to romanticise pseudo-sciences, but to view them objectively.					D. The student will analyze (research paper or formal report) the use of drugs from the standpoint of effective living. As a result	of the analysis, he should make a value	judgment on the use of drugs.	Sub-objectives may in- clude the following:	
FOCUS				11		Man has searched within himself by taking drugs, alcoholic spirits, and exotic foods to find explanations for his behavior.				

The second of the second secon

LEARNING ACTIVITIES	 The belief of some that the Biblical prophets wrote under influence of hallucinogenic drugs. The use of peyote and mescaline by the American Indians. 	5. Timothy Leary and the LSD cult. The students at this point could write a paper which analyses the understandings that are achieved by the users of these substances. The students would draw conclusions of their own as a result of this analysis. Some students might prefer to make a study of the influence of drugs on our modern culture? language, art, music, movies, plays, etc.	6. Show the following filmstrips The Drug Information Serieg, 4 filmstrips, Guidance Associates LSD: The Acid World, Guidance Assoicates	٠,
OBJECTIVE	The student will be able to list and cate-gorize different drugs by their effect upon behavior.	List four or five examples of the historical use of drugs. Name five types of foods with the believed behavioral changes which supposedly result.	List the signs of alcoholism; and state the behavioral changes produced by alcohol.	

(3)
ERIC
Full Text Provided by ERIC

LEARNING ACTIVITIES	iscover 1. Teacher should spend some time reviewing the steps of the forts that	යට	2	zed.	and controlled arrangement. The variable is deliberately mani- authori- pulated while the other variable is observed and measured	-	d observa- pages 20-25.)	3. The student should be exposed to the other psychological	methods as follows:	of	ed by the A. Survey. Where it is impractical to contrive a controlled	situation		"mi" da i	ф [*]		اده والمدا	ال وسالة الم			de-	:	υ [*]			subjective nature, self-study yields evidence that can	obtained in no other way and can be of great value to
OBJECTIVE	A. The student will discover through his own efforts that	the one truly distinguishing mark of the sciences is the	menner in which knowled	is discovered and analy	That statements of authori-	ties unsupported by experi-	ment or by repeated observa-		~~~	NOTE: Through the use	methods used by	psychologists the	student should	the difference be-	tween true science	and pseudo-science.	The teacher must be	careful not to make	psychological	methods laborious	and boring thus	feating the main	purpose: further	inquiry into the	psychological	scrences.	
FOCUS	SCIENTIFIC METHOD	"The sciences are systematic classifica-	tions of knowledge	which have been veri-	cribed,"	(Branca, p. 3)	The aims of newchology	are identical with those	of all sciences:		 The arrangement of 		into an orderly	system.		2. Prediction of	future activity	on the basis of	this system, and		3. The exercise of	control to bring	about a desirable	outcome			•

4. The students might read and/or do research on the following: Freud (the Primer of Freudian Psychology is inexpensive and readable); Behaviorists (Walden Two by B. F. Skinner); and Humanists (Roger's book: On Becoming a Person is excellent for good readers.)	The idea is to have the student look deeply into one of the major influences of modern psychology.		
OBJECTIVE			
snoo.	- Indiana de la companya de la comp		

THE STUDENT WILL DESCRIBE THE FIELDS OF PSYCHOLOGY AS THEY EXIST TODAY: THEIR HISTORY, POSSEBLE CAREERS, NECESSARY TRAINING, AND APPLICATION TO THE STUDY OF BEHAVIOR.

SARY TRAINING, AN	THE STUDENT WILL DESCRIBE THE FIELDS OF PSYCHOLC SARY TRAINING, AND APPLICATION TO THE STUDY OF I	THE STUDENT WILL DESCRIBE THE FIELDS OF PSYCHOLOGY AS THEY EXIST TODAY: THEIR HISTORY, MOSSEBLE CARBERS, NECES- SARY TRAINING, AND APPLICATION TO THE STUDY OF BEHAVIOR.
FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IV PSYCHOLOGY TODAY	A. The student should select the field of psychology which most interests him and make a scrapbook or written report which:	 The teacher should plan to use the last week of this nine week unit to invite guest speakers from each of the fields of psychology. The purpose is to give students firse hand reports by persons working in the field about: A. Opportunities for young people in the various fields.
	1. Describes the field and major figures.	B. Training necessary for each position.C. The importance of using psychological techniques which can be applied to solve problems of everyday life.
	ment. States	D. Community resources available.
15	certification requirements.	of psychology today.
Ď	4. Enumerates the rewards of working in that field.	
	5. Identifies persons in his community who provide the service described above.	
	.,	∞

	S
	THE
ERIC	GJAL:

THE STUDENT WILL EXPLAIN HOW PSYCHOLOGICAL TECHNIQUES MAY BE APPLIED TO SOLVING PROBLEMS OF EVERYDAY LIFE.	LEARNING ACTIVITIES	THE FOLIOWING EXERCISE AND OBJECTIVES ARE TAKEN FROM INTRODUCTION TO THE BEHAVIORAL SCIENCES, HOLT, RINEHART, AND WINSTON, INC., CHAPIER 5, "SCHIZOPHRENIA," PP. 187-230 AND THE TEACHER'S GUIDE TO INTRODUCTION TO THE BEHAVIORAL SCIENCES, CHAPIER 5, "SCHIZOPHRENIA," PP. 72-85.	#34 "A Schizophrenic Child" w that the symp- opear in very children w that some be- that schizophrenia scientists be- that schizophrenia ow that treatment ildhood schizo- ia is usually slow w that treatment instrating Given a description of a schizophrenic child, written by the psychotherapist who treated him, to be sele to separate states pear in very psychotherapist who treated him, to be sele to separate states pear in very parent some be- that some be- that schizophrenia References: Reading 34 Filmstrip 6, "Two Studies in Schizophrenic Art" (Container 6 in A-V Kit; description on Guide p. (Container 6 in A-V Kit; description on Guide p. in is usually slow rustrating	#35 "What Do We Know About Schizophrenia?"	ore than Given a brief account of recent schizophrenia research, to be to formulate questions that have not yet been satisfactorily
L EXPLAIN HOW PSYCHOL	OBJECTIVE	THE FOLLOWING EXERCISE AND OBJECTIVES ARE TAKE WINSTON, INC., CHAPTER 5, "SCHIZOPHRENIA," PP. SCIENCES, CHAPTER 5, "SCHIZOPHRENIA," PP. 72-8	A. To knot toms of can apprend to the capacity of the capacity of the capacity and the capacity to	Page 76: #35 "Whe	A. To know that more than half the hospital beds
GUAL: THE STUDENT WILL	FOCUS	NOTE: THE FOLLOWING EX WINSTON, INC., SCIENCES, CHAPT	Development of Psychology and Psychiatry Identification and treatment of odd behavior: i.e. Schizophrenia		

answered and to suggest the kinds of research that will be needed in order to answer them

are occupied by mental in the United States

LEARNING ACTIVITIES	Reference: Reading 35		Schizdphrenics" ement Given a recording of a psychotherapeutic interview, to be able to recognize some of the limitations of psychotherapy as a treatment for serious disturbances	References: Reading 36 Record, Side 1, Band 3, "A Psychotherapeutic Interview" (record in A-V Kit; script on Guide pp. 151-155)		10
OBJECTIVE	patients, and that more than half of these patients are diagnosed as schizophrenic	B. To know that researchers disagree about the under- lying causes of schizo- phrenia, some believing that it is organic, others that it is psychogenic, and others that it is both it is both	Page 78: #36 "Treating Schiz A. To know that disagreement among behavioral scientists regarding the orf-		B. To know that somatic therapies are methous of treatment admed at changing the patient's behavior through changing his physiological functioning	C. To know that psychothera- pies are methods of treatment aimed at changing behavior through psychological, rather than physiological tech- niques
socos			•			•

LEARNING ACTIVITIES	hrenia: A Behavioral Approach"	To be able to apply conditioning principles to shape the behavior of a person or an animal	Reference: Reading 37								for Sanity"	Given a fictionalized account of the experiences of a schizo-phrenic girl, to be able to understand something about mental illness from the viewpoint of the patient	ence: Read	NOTE: Students should be encouraged to read all of I Never Promised You a Rose Garden if they wish to. You may be able to facilitate this by arranging for a bulk purchase of the Signet paperback edition, published by the New 11
OBJECTIVE	Page 80: #37 "Treating Schizpphrenia:	A. To know that some be- havioral scientists are	experimenting with new methods of therapy called conditionaing,	reinforcement, or be- havior therapy which assume that therapists'	efforts should be aimed at modifying the be-	navior of the patient through rewarding his "normal" behavior	rather than helping	stand the underlying	B. To know that while the results of some research of this kind have been encouraging it is also	a slow and expensive procedure	Page 82: #38 & #39 "The Quest	A. To know that much of the behavior of schizophrenics is "mad" only in the	sense that it is differ- ent from prevailing soci- etal norms	B. To know that much of the behavior that is considered normal in our
	-						•							

LEARNING ACTIVITIES	American Library, 1301 Avenue of the Americas, New York,	of Schizophrenia"	To be able to examine critically the assumptions on which most of the treatment of the mentally ill has been based Reference: Reading 40			12
OBJECTIVE	society is actually quite "mad" when viewed from a broader perspective	Page 34: #40 "A Radical View	A. To know that some psychiatrists believe that the schizophrenic's behavior represents a strategy that he has invented in order to enable him to live in an unlivable situation	B. To know that some psychiatrists theorize that for many people, a schizophrenic episode may be a trip to an inner world that may end, without treatment, in a return to normalcy	C. To know that some psy- chiatrists consider our present procedures for the diagnosis and treat- ment of schizophrenia to be misguided and degrading	· ·
ald in Scalingson Indicated floors			A CANADA P OF FRANCE AND A CANADA PARA PARA PARA PARA PARA PARA PARA P			

LEARNING AC	TO THE BEHAV	AND
LEARNING AC	FROM INTRODUCTION	KAL SCIENCE, III.
Focus OBJECTIVE		WINSION, INC., WRATIER /. THOMITERS OF BEHAVILLED SCLENCE, TF.
FOCUS	THE FOLLOWING E	ALROLON LAC.
OIC.	团	

TIVITES

FIRE TEACHER'S GUIDE TO INTRODUCTION TO THE BEHAVIORAL SCIENCES, CHAPTER 7, "FRONTIERS OF BEHAVIORAL SCIENCE," PP. 109-123. Œ

thods used in the

Page 110: #52 "Brain Research and Aggression"

To be able to develop a questionnaire designed to obtain data

on attitudes of American adults toward behavioral control

Reading 52

Reference:

- A. To know that brain researchers have discovered how to control violent and aggressive behavior by physiological means
- B. To know that brain research will probably lead to the development of simple means of controlling the behavior of large masses of people through chemical stimulation

20

C. To know that brain research raises moral and ethical questions of great importance to society

Page 112: #53 "The Chemistry of Learning"

A. To know that behavioral scientists have discovered chemical means of improving memory and "intelligence" in laboratory animals

Through participation in a memory experiment, to be able to recognize some of the aspects of learning and memory in human beings that behavioral scientists are studying

References: Reading 53

Class Handouts 14A and 14B, 'Memory Experiment"

LEARNING ACTIVITIES	(handout masters in A-V Kit; faceimiles on <u>Guide</u> pp. 165-166)		1. To be able to analyze and evaluate the implications of child development research for public policy 2. Given descriptions of various kinds of research on learning in infants and young children, to be able to propose other kinds of potentially valuable research References: Reading 54 Filmstrip 10, "Research on Early Learning" (Containe 10 in A-V Kit, description on Guiderp, 167)
OBJECTIVE	B. To know that behavioral scientists have discovered that animals that are raised in a stimulating learning environment develop brains that are qualitatively different from those of animals raised in nonstimulating environments	C. To know that biochemical research of this kind has great potential significance for the education of children	o know that research on nfancy and early child- ood is one of the most apidly growing fields if behavioral science o know that behavioral clentists have discovered hat infants and young nildren are capable of earning far more than ad previously been ipposed o know that behavioral clentists have discovered at early sensory stimustion and learning im- stion and learning im- coves the individual's ater ability to learn
Focus			

LEARNING ACTIVITIES	Technology"	Given a description of the theory underlying programmed learning and a sample program, to be able to construct a program designed to teach a simple skill Reference: Reading 55				i	Given examples of the explicit use of behaviorist techniques to socialize children, to be able to recognize the implicit use of behaviorist techniques in the training of American children Reference: Reading 56	15
OBJECTIVE	Page 116: #55 "Educational Tech	A. To know that many be- hevloral scientists are experimenting with new instructional methods and devices which employ the principle of immedi- ate feedback (reinforce-	ment of learning through knowledge of results)	B. To know that some be- havioral scientists are interested in teach- ing machines primarily as tools for basic research in the learning processes	o knowearch s neech achine	Page 118: #56 "A Behavioral Ucopia"	A. To know that behaviorism is a theory which focuses on producing or eliminating behaviors through a system of positive and negative reinforcement	

	OBJE	LEARNING ACTIVITIES
•	B. To know that principles derived behavioral research have been used as foundations for a vision of an ideal society or utopia	
	C. To know that some of the principles of behaviorism are consciously or unconsciously used in training American children	
	Page 120: #57 "Controlling Human Behavior	uman Behavior - I"
	A. To know that many be- havioral scientists do	1. Given a defense of a society managed by techniques of behavioral control, to be able to recognize the advantages of such a society
	vision of a behaviorist	 To be able to relate the philosophy behind a proposal to specific features in that proposal
	B. To know the arguments Skinner uses to answer the critics of Walden Two	Reference: Reading 57
	Page 122: #58 "Controlling Human	man Behavior - II"
	A. To know some of the problems that one behavloral scientist sees in a society run by Skinner's principles	To be able to formulate ideas about how behavioral science should be used Reference: Reading 58
	B. To know that Carl R. Rogers has proposed an alternative to Skinner's proposals which also	
•		16

LEARNING ACTIVITIES					17
OBJECTIVE	makes use of the findings of behavioral science	C. To know that individual behavioral scientists are influenced by their values in deciding how their findings should be used			
FOCUS					- The state of the



APPENDIX I



PSYCHOLOGY TODAY

The study of human behavior includes a broad area. The following are some of the major fields of psychology:

- psychiatrist has an M.D. degree, including specialization in psychiatry and several years of training or working with The clinical psychologist has a Ph.D. degree in psychology. Clinical Psychology is at present the largest field of specialization. This field deals primarily with diagnosis, (Psychiatry is the branch of medicine which deals with the study, diagnosis and treatment of mental disorders. mentally disordered patients.) Important aspects of the clinical psychologist's work are described in Chapters II, XII, XIV, and XV of Basic Teachings of the Great Psychologists. therapy, and research in connection with mental illness. Ą.
- The psychologists working in this field are Counseling Psychology deals with relatively minor emotional problems and vocational-educational guidance, called counseling psychologists; their work is very close to that of clinical psychologists. and colleges employ the greatest proportion of these psychologists. ø
- and mental testing. Closely akin to educational psychology is School Psychology, which, however, is more concerned Educational Psychology is concerned with psychology as it relates to education. Primary interests are in learning with psychological applications in specific school settings. Chapters II, IV, VI, and IX of Basic Teachings.. are concerned, in part, with the work of educational and school psychologists. ပံ
- Industrial Psychology deals with applications of psychology to industrial problems, for example: selection, placement, and training of personnel; supervision of human relations within a firm; surveying the effectiveness of á
- Experimental Psychology is devoted to the development of the science of psychology. Basic principles are developed These principles, when feasible, are used by other branches of psychology. Most experimental psychologists are employed by universities and research institutes. Their work is referred at many points throughout Basic Teachings of the Great Psychologists through laboratory experimentation.
- Social Psychology deals with the ways a person influences others and is influenced by others. Government, private agencies and foundations, and universities employ specialists in this field. This field of social psychology is described in Chapter XVI of Basic Things ... (These descriptions from pages 10-11, Basic Teachings.)

APPENDIX II

SUGGESTED GRADING TECHNIQUES

Two techniques used with surress with heterogeneously grouped students are (1) the contract system and (2) cumulative point

The divisions may well be designed so that the first part is expected of all pupils and includes material suitable to the entire class. The second section academically talented. The entire contract is awarded to the class to be completed by a specified date. Naturally, the seacher will want to be certain that the students who are capable of each section, complete it within the assigned time The contract system of assigning projects is frequently used for a long range project as well. In this type of assignso that theabove-average students will be able to complete it. The fourth section may be one that is provided for the may be more difficult, and nearly all the students will be expected to complete it. The third section may be designed limitation. Therefore, the teacher should periodically check to insure that the student is planning his time and will ment a contract is issued to the students with the assignment divided into sections. not let the assignment go so long that he must try to do it all in one night.

Everything the students do is assigned points - rather than Sub-total points should be published on the letter grades - and a running total is kept by the student and teacher. Cumulative point system is simply grading by total points. bulletin board at least every two weeks,





RECOMMENDED BASIC TEXTUAL MATERIALS:

The Science of Behavior. Rockleigh, N.J.: Allyn and Bacon, 1964. (state ad Its Principals and Applications. New York: Harcourt, Brace and World, Inc., 196 Psychology: Engle, T.L. . Psychology: Brance, Alberta. adopted)

McKeachie, W.J. and Doyle, C.L. Psychology. Reading, Mass.: Addison-Wesley Publishing Co., 1966. adopted)

Sandberg, John H. Introduction to the Behavioral Sciences: An Inquiry Approach. New York: Holt, Rineha Winston, Inc., 1969. (Teacher Manual Available)

SUGGESTED ALTERNATE CLASSROOM MATERIALS

. TEXTUAL

(Paper) On Becoming a Person. Atlanta, Ga.: Houghton-Miffilm, 1970. Walden Two. New York: McMillan, 1969. (Paper) Hall, Calvin S. Rogers, Carl. Skinner, B.F.

B. AUDIO-VISUAL

1. FILMS

Black and White Uptight Civil Rights Movement: The Personal View	75.	1-31680
Hereditary Basis of Evolution	28 1	
Heredity and Environment	101	1-02226
Hooked	204	1-13216
Hopi Indians, The	101	1-0524]
I Have a Dream: Life of Martin Luther King	351	1-31704
Marijuana	341	1-31743
LSD: Insight or Insanity?	281	1-31731
Red, White, and Blue, The	271	1-31478
Scientific Method	111	1-0018
Scientific Method in Action	191	1-10079
Using the Scientific Method	11.	1-00187

2. FILMSTRIPS

Dare to be Different	Guidance Associates
Drug Information Series	
I Never Looked at it That Way Before	=
Introduction to Behavioral Sciences	,
LSD: The Acid World	
Mythology is Alive and Well	=
Personal Commitment: Where Do You Stand	= '
The Alienated Generation	=
The Tuned-Out Generation	=
Values for Teenagers: The Choice is	=
Yours	
Your Personality: The You Others Know	륟

ADDITIONAL TEACHER REFERENCES

Sargent, S. Stansfeld and Stafford, Kenneth R. Basic Teachings of the Great Psychologists. Garden City, N.Y.: Scott, (Paper) A Study of Infantilization of Man. New York: McGraw-Hill, 1970. Asking Questions About Behavior. Glenview, Illinois: Exploring Behavior. New York: Premier Books, 1965. A Study in Magic and Religion. New York: Macmillan, 1945. Doubleday and Company, Inc., 1965. (Paper) Doherty, Michael E. and Shemberg, Kenneth M. Candland, Douglas K. and Campbell, James F. (Paper) Jonas D. and Klein, D. Man-Child: Foresman and Company, 1970. er, J. G. The Golden Bough: Frazer, J. G.

,一个人的人,一个人的人的人,不是这个人的人的人的人的人,也是这种人的人的人的人,也是这种人的人的人的人,也是这种人的人,也是这种人的人的人,也是这种人的人的人